DOCUMENT RESUME

ED 268 771 EC 182 387

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TITLE Team Up to Increase Services.
PUB DATE Apr 86
NOTE 62p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986). Development at Great River Area Education Agency #16, Burlington, IA.
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Communication Skills; Elementary Education; Individualized Education Programs; *Interdisciplinary Approach; Interpersonal Competence; *Mild Mental Retardation; *Staff Role; *Teamwork

ABSTRACT

The presentation describes the development of an interdisciplinary team approach to working with mildly retarded students (5-9 years old). The approach featured group discussions and activities to enhance students' listening, communication, and social skills, and to improve individual and group behavior. Individual and group goals were designed by participating staff (a speech/language clinician, school psychologist, school social worker, and special education teacher). Staff roles are described as is the approach's connection with individualized education program goals. Positive results, including an enhanced team concept and flexibility in goal selection are cited along with difficulties in coordinating professionals' schedules. Information on record keeping is provided. Sample goals and activities are appended. (CL)

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PRESENTATION

TEAM UP TO INCREASE SERVICES

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Combined efforts to provide services to a group of elementary age mental disabilities educable students

EC183387

Paper presented at the Annual Convention

of the

Council for Exceptional Children

(64th, New Orleans, LA, March 31-April 4, 1986)

Just for our information, we would like to know a little about you, our audience. How many of you work as: special education teachers? psychologists? social workers? speech/language therapists? special education administrators? consultants?

We would like to begin with some questions. These are rhetorical questions for the moment, but if you can identify with any of these comments, we feel our efforts will be of interest and possibly helpful to you.

Have you ever wondered why the various disciplines working with the students were called a "team" when you never seemed to work <u>together</u> as a "team"?

How many of you have felt a sense of frustration in your classroom or work setting in dealing with cases of abuse?

Have you ever felt as though each member of the team of professionals dealing with your students was seeing only <u>one</u> side of your students?

Have you ever wished that those professionals making <u>suggestions</u> to you for changes in your classroom would have more involvement in your classroom rather than just <u>observing</u>?

Do you ever think that those people who tell you how to teach your class

ought to do some of the teaching?

Do you ever sit at staffings of one of your students and wonder if "that other professional" is talking about the same student?

Are you ever concerned that you might be "brainwashing" your students with your personal ideas and values?

Do you feel frustration that the only way to carry over those skills addressed in therapy sessions is to be in the classroom, and you don't know how to fit it in?

Do you ever do classroom observation and have difficulty deciding whether to intervene in the interests of the child's speech and disrupt a lesson, or whether to sit quietly and miss teaching opportunities?

Do you find yourself wishing the classroom teacher could sit in on your therapy session so you and the student could demonstrate the target skills you would like her to reinforce?

Do you agonize over those students whose skills are borderline for therapy intervention but who really would profit from a <u>little</u> direction?

Are you convinced that normal peer models can be a valuable resource, but find yourself unable to utilize this resource due to all the restrictions of due

process?

As a school psychologist, do you ever wonder what really happens to a student after he is placed in special education?

Do you ever wish you had more time to follow the students' progress after they are placed in a special program?

Do you feel that being involved with special education students on a week by week basis will enhance your evaluation of those students?

Do you ever wish to have direct contact with the group of students so that your recommended reinforcement techniques actually take place?

As a school social worker, have you ever suspected child abuse or sexual abuse and made a report, but the case was then found to be unsubstantiated, yet you still suspect abuse? Has this occurred in a family which is without any community resource for help, so that the children need assistance to understand their situation?

Do you know students whose parents or environment do not teach appropriate behavior on the bus, in the classroom, or with their friends?

Have you ever debated whether to take time from teaching academics to teach manners, personal hygiene, and appropriate behavior, if these skills are not

taught at home?

I know several of these students, and as one person, I do not have the time in a day to teach these skills individually. Would a social skills group prove to be the most productive method for teaching these?

Our project has somewhat given us solutions to these various frustrations.

This program evolved over approximately four years, stemming from the classroom teacher's attempt to move beyond academics and incorporate social skill development in the curriculum. The need for this training was very evident to her. The problems she was seeing were the same type of problems which are likely to exist in any building with a special classroom - the special students were teased on the playground, in the lunchroom, and in their integrated classes by the "regular" students; their own self-concepts were affected by the labels attached by the other children and the educational system; their frustration [redacted] sometimes manifested itself in behavior problems. In addition, the curriculum focused on academic development for these students without directly addressing the wide range of social skills in which these students were also deficient. These social skills were often the most obvious factor which sets these students apart as they deal with their peers,

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and later as they enter the "real world". Other students learn these skills incidentally as they experience different social situations; special students often need direct teaching. Increasing the social skills of our students is probably the most important thing a school can do to facilitate acceptance by their peers.

We did not just sit down as a group to plan this program. It began with the teacher's efforts to use other staff members as resources in her classroom, and in the beginning, involved only one or two other professionals. Over the first couple years, there were shifts in personnel assigned to the building. Eventually this group of four professionals became involved. By this time, those who had been struggling with the program had begun to formulate some ideas about the goals to be addressed and the structure of the groups which would best facilitate reaching those goals. They also had identified some of the problems which would need to be solved before the groups would run smoothly. We moved from working as four independent professionals limited by discipline boundaries toward functioning as members of a team. By combining goals and sharing information, we found that teaming was a more efficient method of solving our problems. Dividing the workload did not relieve each of us from the

responsibility for the entire task, but did allow us to focus our energies on a portion of that task. We knew that other members of the team would be contributing their energy as well. Overall, teaming greatly reduced the frustration we had been experiencing as individuals trying to provide this programming.

Some background on our educational structure may be helpful.

The Great River Area Education Agency #16 is an intermediate service unit providing special education services such as instructional programs, speech/language, psychology, school social work, consultative service, occupational therapy, audiology, and media to thirteen school districts with a combined enrollment of approximately 19,000 students in southeast Iowa. We are bounded on the east by the Mississippi River and on the south by the Missouri border. Our agency's central office is located in Burlington, Iowa.

As employees of the Great River Area Education Agency, we combined efforts to increase services to a mental disabilities educable (or MD-E) range class housed in Morning Sun, Iowa. The class is a cooperative effort of five neighboring school districts. These 16 students ranged from 5 to 9 years of age. Criteria for special education placement in the educable range classrooms

in Iowa includes tested IQ's from approximately 55 to 85. Iowa is among the states with the highest allowable IQ score for placement in mental disabilities - educable classrooms. Iowa guidelines require that a student score one standard deviation or more below the mean on a standardized intelligence test for MD-E placement. Students in this classroom functioned academically approximately 2 years or more below their age mates. This MD-E class was also an SCI room, self-contained classroom with integration. The sixteen students in the classroom were of varied abilities ranging from preschool to third grade skills. Students were integrated into kindergarten, first, second, or third grade for classes of reading, math, writing and/or science, depending on each student's skill abilities. Some students in the class were non-readers. Others had poor conversational skills, and had trouble expressing their thoughts in phrases and sentences.

Our groups met once a week for 31 weeks during the 1984-85 school year. Since there were 16 students in the classroom during that year, we chose to have two smaller groups and repeat the material. The two sessions were held back to back with a classroom aide supervising students not involved in the ongoing session. All four professionals met with eight students for 20-30 minute

sessions. When dividing the classroom into the two groups, we considered the age and ongoing functional ability of each student. One group consisted of younger and lower functioning students; the other, older group was more advanced academically and socially. We found that the younger group sometimes needed a different manner of presentation. It was necessary to modify their lessons so that concepts were more tangible and examples were more concrete.

Responsibilities during the session were rotated among the adults with two people designated as topic leaders, one person doing behavior charting and one person responsible to remove a student from the group if necessary. Session topics were selected to enhance listening and communication skills, social skill development, and individual and group behavior improvement. Activities were utilized which encouraged maximum student participation. Examples of the topics discussed are in your handout. As you can see, some of the topics included were: I'm Glad I'm Me, We Need Each Other, Sexual Abuse, and dealing with Feelings of Mad, Glad, Sad, and Scared. These topics were chosen because we could see specific problems the students were having which we wanted to address. These same topics would not necessarily be used another year. In fact, during the next year we chose to do a short review of some areas, dropped others, and

added topics we believed were important. Our entire group of students does not change from year to year - instead some students move from the primary level classroom to the intermediate level MD-E classroom; or might be staffed out of the program. A core group remains in the same classroom, and some new students are staffed in during the academic year. Therefore, it is necessary to try to find a balance between review of previous topics and presentation of new material, while remaining sensitive to the students' current needs.

In the handout, please look at the October 3rd lesson plan. This lesson was part of the unit on feelings of Glad, Sad, Mad and Scared. The topic for this session was Glad. Responsibilities of three of the professionals were listed on the right side; the fourth person sat with the group and participated, assisting with behavior management, if necessary. In this session there were two goals:

1. The student will identify feeling Glad in his own vocabulary.
2. The student will express feeling Glad with and without words.

The planned activities began with handing out Glad faces and asking students to provide "words that mean the same thing as glad". These were listed on the board. We discussed "when do you feel that way" and "what do you do when you

feel that way." We then asked the students to close their eyes and presented the Glad pre-test (which is shown on the next page) to which they responded by raising their hands, as the leader read the statements.

For each of the sessions in the "feelings" unit, we used the same 12 feeling statements. These were constructed to include three statements each from the Glad, Sad, Mad and Scared categories. These statements provided continuity and carryover between sessions for the unit on these four feelings. The final activity of each session was the behavior chart review led by the professional doing the charting for that day.

In this slide, another topic discussed was family similarities and differences. The activity was drawing your family on a class mural. When the activity was completed, each student had the opportunity to show his family and share information about the family members.

Each session was planned with individual and group goals in mind. Individual goals were designed to elicit specific behavior from an individual in the context of the group. For example, a student who habitually did not volunteer to contribute was consistently reinforced for spontaneous participation rather than needing to be drawn out by the leader. Conversely, a

student who offered many off topic responses was reinforced only for those which were applicable to the discussion.

Group goals were those which all students were expected to meet during the lesson and are those listed on the handouts.

The physical structure of the group was basically a semi-circle within the classroom. Chairs were arranged so that all students could see the behavior chart and the printed copy of the group rules. This physical set enhanced dialogue by facilitating eye contact and visual cues, and eliminated distractions. It also allowed students to receive immediate feedback from the behavior chart through visual cues. As you see in the slide, the behavior chart is on the chalkboard and the group rules were written on a large piece of paper on the chart stand. Aside from the professional in charge of charting, all adults sat in the semi-circle, also.

During the first session each group formulated its own behavior rules. Four to six rules in each group were suggested by the students and included, "Keep your feet on the floor", "Raise your hand to talk", "Listen to the person who is talking", etc. Positive wording was used in the rules. Rephrasing was necessary when the student stated the rule in negative terms. For example, the

student might say "Don't talk when someone else is talking." The rule was written as "Raise Your Hand to Talk" and "Be Quiet When Someone Else is Talking." These were printed on large, poster-size paper and displayed during the group sessions where they could be referred to if necessary.

The method of behavior management utilized was simple and effective. Behavior charting was done on a piece of paper on which every student's name was listed for that group. Charting involved a three color code system. We used the analogy "This is kind of like a traffic light" in presenting this to the students. A green mark reinforced appropriate behavior such as staying on the topic, sharing appropriately, following behavior rules and meeting individual goals. A yellow mark was a caution notation. For example, student B had been inattentive and received a yellow mark on the chart. He was then to examine his behavior and make the appropriate changes, which he did do, and therefore a green mark followed. If the changes were not made, a red mark was given; as happened to student C. A red mark would mean that one of the adults would remove the student from the group, discuss with the student how to improve the behavior, then return the student to the group.

At the end of the session, the group discussed their performance from

looking at the behavior chart. Students were asked to share their feelings about the individual marks. Typically they would state that they had all greens or they had a yellow mark, and also would state the reason for the mark. If they were unable or reluctant to provide the reasoning for the green, yellow or red mark, the person doing the charting would state the reasons. This provided the student some opportunity for self-appraisal.

Further reinforcement for receiving green marks was provided by the classroom teacher. Students receiving "all green" marks were rewarded with another minute of computer time, a reinforcement system already existing in the classroom.

Among the benefits of this working structure was its adaptability. We found that by planning our lessons in advance as a group that we could hold a session even if all four people were not able to attend. When one of us could not be present on a given day, another person picked up those duties and the group sessions were held as planned.

In addition, we found that the behavior modification system of the chart was successful in settings other than our specific group sessions. The elementary music teacher in the building was encouraged to use the same system

in his class with these students. He took a blank chart and the three color markers to his classroom and was able to use this behavior charting method as he was teaching the regular primary-level classes. This was quite successful in modifying the behavior of a group of students, both regular and MD-E level, which had previously been a problem in the integrated setting.

From the speech/language perspective, the group sessions provided an opportunity for teaching communication skills in a pragmatically meaningful context. Services provided by this model evolved to the present format as an attempt to find a logical solution to existing problems and to maximize the use of time available. Among those problems were a decrease in available therapy time in the building, the problem of carryover of skills from the therapy sessions to other settings, the need to communicate with other professionals about the students' needs and progress in therapy, the need for realistic communication situations for practice of skills, and the need to monitor students whose skills were considered borderline for eligibility for therapy.

In the attempt to address as many of these problems as possible, and through discussion with other staff in the building, the concept of a joint group presentation in the MD-E class took form. Other professionals working

with this class had been making plans to do unit lessons on various topics. In the interest of minimizing required time in the classroom, we decided to coordinate our goals in one group session per week. From the speech-language perspective, the topics to be addressed were incidental to the major speech goals of carryover from therapy sessions and the variety of form, content, and use opportunities for language. From the academic and social perspectives, coordination of speech/language goals provided the other professionals with assistance in planning language and strategies to present their topics.

Preparation for the speech/language participation included writing of language goals for both the group as a whole and for individual students. Individual student's goals were included in the IEP, and were assessed at the end of the year and included in the end of the year report. Goals were included in the IEP which sometimes applied to group sessions only, sometimes to individual sessions only, and sometimes to both the group sessions and individual therapy sessions.

IEP goals are chosen from an exhaustive listing stored in a computer bank. The speech/language clinician selects appropriate goals for a student from this list, and receives a printed copy of the IEP a few days later. Examples of

group goals would include:

-Continue to develop conversational skills in a group setting

-Improve ability to formulate and/or sequence ideas orally

-Increase quantity of expressive language

-Will learn listening skills (grouping, listing, visualization, rehearsal, etc.)

In comparing two randomly selected students, Student A was assigned twenty language goals on the IEP. Of these, ten applied to both individual and group sessions, seven applied to individual therapy sessions only, and three applied to the group sessions only. In addition, articulation carryover was assessed during the group. Student B was assigned fifteen language goals. Of these six were targeted for both individual and group sessions, six applied only to individual therapy sessions, and three were for classroom group sessions.

Progress toward speech/language goals in the group sessions was assessed by the probe method at approximately six week intervals. Feedback to students was provided either directly after each weekly classroom group session or at their next individual therapy session. At times, a particular goal would be discussed with a student and targeted as a goal for the next classroom group session.

Progress towards language goals for each student was rated on a four-point scale at the end of the year. Of all language goals for this group of students which applied in the classroom group sessions, 18% were rated as excellent progress (#4 on the results scale), 64% were rated as good progress (#3), 18% were rated as moderate progress (#2), and 0% were rated as negligible progress (#1).

Other benefits for the speech/language program from the classroom group sessions included ongoing assessment by the clinician of the skills of some students and enrichment for observation students. The sessions provided various speaking contexts for observation of some fluency or language-impaired students who were difficult to evaluate in a single testing setting. Observation students benefitted from language models presented by the adults and from participation in using their language in pragmatically meaningful contexts. Both therapy and observation students benefitted from exposure to peer models who could provide both language structures and peer pressure.

In addition to direct participation by providing structures or opportunities for particular interactions, the speech/language clinician was able to encourage carryover of articulation and language goals by being present

in the classroom group sessions. Students are conditioned to an awareness of their speech in the presence of the clinician. This awareness could then be transferred to the group situation and student's best speech presented for the other professionals who were then able to judge their expectations for the child. Encouragement to the students for use of better speech/language skills was provided by different staff members, rather than solely by the clinician.

Advantages of this program; therefore, included awareness of speech needs of the students by other professionals, carryover of speech/language goals from therapy sessions, the availability of a variety of communication situations, and maximized use of available time with the students.

The school social worker's role is to become the communication line between the school and the home. Home visits, classroom observations, student and parent interviews are among the methods used. Developing an understanding of the family dynamics and bringing this information into the school when appropriate is also part of this role.

A goal of the school social worker is to create an educational program or environment that addresses the social, behavioral, and academic needs of a student. A school social worker can enhance a teacher's program by

supplementing her program.

Specific needs in this classroom seemed critical. Cultural - familial deprivation existed within some of these families. Physical and sexual abuse was suspected. Fourteen out of thirty-one classroom group sessions addressed physical and sexual abuse. This particular year we felt it was needed.

Another specific need was a solution to behavior problems on the bus: some of the bus problems had to do with the special education label. An additional need of this classroom was that students were not always able to interpret their environment correctly. Inappropriate social behavior was seen.

The group sessions addressed areas of need: what the students could do, how to remove themselves from high risk situations, respect oneself, and better deal with what had happened. They learned from each other as well as from group discussion and activities. The group activity presented to the students addressed how to appropriately behave and then the students practiced those skills. Skills were reinforced in following group sessions and by the teacher during the school day.

I saw these students become more confident and better able to talk with other students not enrolled in the special education classroom during recess and

lunch. Students in the group also developed an appropriate avenue to relate to the principal, school cooks, bus drivers, and teachers.

As the teacher, my initial goal was to allow more sharing and openness from the students that class time does not allow. The main goals for the group activity were to increase self-concept and respect for others. Specific students in the classroom had particular needs which I did not feel adequate in dealing with, such as situations at home involving physical and sexual abuse. The involvement of the team provided a more balanced perspective on some of these sensitive topics. The ability to switch leadership and charting roles among the adults allowed the students to transfer authority from the teacher to another adult with comfortable acceptance. I wanted the students to be at ease in coming to any of the four of us with a problem, hopefully then opening the avenue of seeking assistance from other adults. I felt that it was also important that both male and female adult models were present so that students did not identify a helping person as only female or all males as abusive.

We knew that we needed to make parents of our students aware of our goals and of the types of topics we planned to address. Realizing that there could be some concern by parents when the students talked at home about our group

sessions, we wanted to be sure that they had the correct information before jumping to conclusions. Our team discussed the possible solutions to this problem and decided that our best option was to have myself, as the classroom teacher, discuss the group project with the parents at conference time. This places it in the perspective of the academic progress, and incorporates it as part of the curriculum rather than overemphasizing its role in the classroom routine. The team also believed that parents might see the teacher as the most approachable of the professionals. Since they are accustomed to talking with me about their child and I interact with their child on a daily basis, I seemed to be the most visible member of the team.

I found this opportunity to discuss these issues with parents to be a positive experience. The nature of the group goals allowed me to talk with parents about some issues that hadn't previously been discussed, such as dealing with strangers and situations of child abuse. Being a little hesitant to confront parents about these topics, I was pleasantly surprised to gain their support and encouragement. I shared with the parents the materials we were planning to use before we actually used them with the students in the group situation. All of the parents were agreeable to the topics and approved of the

materials to be used during the year.

Our topics enabled both the adults and students to understand viewpoints and traditions which were different from their own. We were able to discuss differences between families, such as cultural and religious beliefs which were significantly different from those of most people in the community. Through this understanding of other people's ideas, we were able to encourage acceptance of each individual and could cultivate a climate of openness in our group. In some of our lessons we were able to actually bring parents into the classroom for the group session so that they could explain to the class their own family traditions and views. They also discussed difficulties they and their families encountered because they were in certain minority situations.

Of course, the topics our group covered needed to be addressed when writing the Individual Educational Plan, (or IEP), for each student. I included our group topics within my social science area on the IEP, in addition to my own classroom goals. An advantage of having the group time in the morning once a week was that it enabled me to use my social science time in the afternoons to expand upon group topics as needed. We found this particularly useful in two situations; on those days when time ran short and we weren't able to cover our

material for the session, and also for the lessons which needed additional review for students to master the material. In addition, incorporating the morning group topics into the afternoon sessions served notice to the students that these concepts were not exclusive to the group setting; that they were expected to use those "magic words" at all times and that we expected to see cooperation in action on the playground and other areas, as well as in the room.

Each year when we list our topics for our sessions, we try to first assess the needs of our students as individuals and as a group. As previously mentioned, we do not have an entire class moving on at the end of a school year - rather, some of the students will move to the next level and some will remain in the same classroom for a second or third year. As we plan our topics, we have to strike a balance between the needs of the students who have been with us for our group sessions, and the needs of the students who have recently been staffed in and may have need of some of the same topics which were covered the previous year. Situations in some of the homes change over time, creating needs for some students which haven't been addressed. There have been times when topics were covered previously but at a time when that student's perspective was different. For instance, a lesson on the topic of single parent families may

not be as meaningful when students' families have two parents. However, a divorce later in the year may create a need for a student to review this material or have it presented differently.

The particular year which our handout covers seems to focus heavily on physical and sexual abuse. During that year, the needs of our students dictated that we spend time discussing different aspects of these problems. Our current year's topics also cover abuse, but not to the extent that we addressed the topic last year. Our present classroom, with a majority of younger students, presents a variety of needs. These include the topics of bus behaviors, home and school responsibilities, dependence and independence, familial and cultural differences, handicapping conditions, dealing with strangers, and physical and sexual abuse. The flexibility in selecting our goals allows us to meet the needs of each group of students.

In addition to presenting a variety of topics this year, we have also been able to take advantage of outside resources by inviting other people in to talk with our group. Visitors to our sessions have included parents when we talked about familial/cultural differences, bus drivers for discussion on bus behavior, an occupational therapist during our study of physical handicaps, and a teacher

of the visually impaired when we explored blindness. We kept our group format consistent even when a visitor was involved with the topic's presentation, and found that the students had a good learning experience and that our visitors were favorably impressed with the group format. The visitors who work with these students in a different setting believed that they gained some techniques to use in their own situation. We also discovered that when we spend an hour each week teaching our students how to interact in a group situation, they learn how to function as a group and are able to focus on the topic when we had visitors to the room rather than being distracted by the change in routine.

As the school psychologist, I am concerned with the cognitive development and individual behaviors in this classroom. A very appropriate tool for enhancement in both areas is behavior shaping. Behavior shaping is a connecting link among disciplines. Shaping is a form of positive reinforcement which involves the reinforcement of successive approximations to a desired response. In using shaping to develop interactive behavior, the subject is initially reinforced for an existing behavior which has some similarity to more interactive behavior. Gradually, reinforcement is withdrawn from the less similar behavior and applied instead to more interactive behaviors, until the

subject is actually performing a desired behavior.

The daily routine in this special education teacher's classroom incorporated extensive shaping of academic and social behaviors. In our group sessions reinforcers used in behavior shaping included eye contact, verbal approval, physical cues, and the charting system itself. As students responded concerning target behaviors, reinforcement was modified to demand higher level interactive target behaviors. The chart itself shows the positive orientation demonstrated by our techniques.

For the 1984-1985 school year, 5220 chart marks were made; 95% were green, 4.7% were yellow, and .3% were red. Sixty-two sessions were held. We averaged 4.2 chart marks per minute, or 1 mark every 14 seconds. When the students misbehaved to the point of receiving a red mark on the chart, they were removed as mentioned by the fourth member of the group. The fourth adult discussed the misbehavior in a constructive manner so that this intervention was also a positive reinforcer.

A number of advantages became evident to the members of our team. By rotating responsibilities during the group sessions, we allowed each member to assume a variety of roles, such as group leader or disciplinarian. In addition,

rotating responsibilities between the speech/language clinician, psychologist, social worker, and classroom teacher reduced professional role identification by the students. The team members also gained information about each student through the viewpoints of other disciplines. This information could be used for Individual Educational Plan conferences, school staffings, annual reviews, group and family therapy or any situation analyzing the student's total development.

The team concept was enhanced in this school building because all four members were working on similar goals and objectives rather than acting independently from their discipline's perspective. Not only in this mental disabilities - educable classroom but throughout the school, team cooperation carried over.

There were some disadvantages we encountered in this team approach, though we feel the advantages outweigh them. It was difficult coordinating the schedules of the four professionals. The classroom teacher was the only professional assigned full-time to the school location; therefore, we had to meet just to have time for planning this program. Our solution was to use a two level approach with major planning sessions and periodic revisions. During the major semester planning session we outlined topics, assigned duties, and

discussed techniques. These were then listed on our plan sheets in the format you see in the handout.

Particular care was used when choosing techniques to be incorporated into each lesson. We used a number of variables to determine which ideas were most appropriate for presenting a lesson. A priority was that the technique chosen be interactive in nature. We preferred to encourage child-to-child interactions, rather than allowing adult-to-child interactions to be the majority of the communications. We tried to use a wide variety of different techniques, and also attempted to match the techniques which were most appropriate to the topic of the day. Because these students were, for the most part, functioning on a concrete level, we attempted to use techniques which were also the most concrete. For instance, we might choose a role-playing activity to illustrate alternatives rather than talking these through in a discussion. We needed to be aware of using language in our discussion which was on the level of these students, and often would "check out" meanings of words with them to be sure our ideas were understood in the intended way.

In our planning, we used the unit system for organizing material. An overview session would introduce the topic, developmental sessions would expand

the ideas, and review sessions would summarize and check the learning by the students. A unit might be several weeks or several months in length depending on the extent of the material involved or the students' needs at the particular time. We considered review sessions especially important to solidify ideas for the students and to show ways the material would be useful to them in their daily situations.

In addition to the major planning session during which lesson plans were made, the team also regularly met for thirty minutes following the sessions for review. During this time notations were made regarding each student's progress, and each team member offered comments, suggestions, and recommendations. These notations included comments on the students performance during the group session, observations about the content of the students' responses, and notes regarding behavior during the group. For example, one student for a time of several weeks repeatedly brought up a story she would tell about strangers near her home. She persisted in talking about the incident, even during sessions when the content was not appropriate to the lesson. Notes were made in the weekly logs of this behavior, and the team discussed possible motivations of the student. These included suggestions that the behavior functioned as an appeal

on her part for attention, as a sign that problems which had previously existed in the home were recurring, or that the incident or something similar had actually occurred and she was attempting to work through her own reaction. Because of our concern, we contacted the parents and learned that strangers had been working near the house, but that the situation was not dangerous.

The weekly comments included both positive and negative notes. Students who followed the topic and responded appropriately during the session or who served as models for the rest of the group were noted, as were those who were inattentive, disruptive, or needed improvement. An overt change in behavior was documented, whether it was a poor day for a normally well-behaved student, or an exceptionally good day for a student who usually had problems.

We also reviewed the day's lesson and revised the next week's plans at these meetings. Overall, our documentation allowed us to adjust reinforcement strategies for the individual week by week, and provided longitudinal data useful for periodic re-evaluations. The continuity of the session notes was particularly useful in spotting behavior changes.

An example of such a behavior change would be the student, who over a period of several weeks, seemed to become more and more withdrawn particularly

when the group was discussing the topic of sexual abuse. She changed her behavior toward the adults in the group and was more distant with them. The team, in discussing her behavior, wondered if abuse was occurring in the home which was leading to her behavior change at school. As a result of these observations, the teacher was able to make a special effort to respond to the student in a supportive way and to be available to her. This increased sensitivity to a student's behavior was useful to the staff in alerting us to trouble a student might be having, particularly those students who were known to have previous home or adjustment problems.

A second situation in which the weekly notations were advantageous was in following the change in behavior of a student during the group sessions. One student had a severe language disorder, and it was very difficult for him to interact verbally with the other students. During the group sessions at the beginning of the year, he did not volunteer to participate by raising his hand as the other students did; rather, he was a passive listener. The team decided that we would attempt to encourage overt participation by this student as a goal for the year. As the year continued, and as he was exposed to the model of the other students participating verbally during the sessions, this student began to

make a spontaneous effort to participate. At first he raised his hand indiscriminately. Through the reinforcement procedures, this behavior was modified so that he would raise his hand at appropriate times; i.e., when a response to a question was desired. At this stage he usually was unable to give a response when called upon. He would raise his hand and when recognized would seem to know that he was supposed to say something but he could not organize the words to provide the response. Through modeling and expansion procedures involving both the other students and the adults, the correct answer was eventually obtained, and this student was given another opportunity to respond correctly. As the year progressed, he was able to respond appropriately more often in the group situation, and appeared quite encouraged by his own success. In the second year of the program, this student has been a leader in providing appropriate verbal responses in the sessions. Other students have shown similar behaviors and were managed with the techniques of modeling and expansion.

Another aspect of student behavior which we noted during our review sessions was the interaction of students with each other. During the group sessions students were encouraged to respond to each other whenever possible. Occasionally, rephrasing of a response by an adult was necessary to facilitate

the topic. At times students would surprise us by giving assistance to each other and would help another student with an answer. They also learned to listen to each other and would respond directly to another student's comments or ideas. We often condition our students to listen carefully to the teacher but do not teach them to use the same listening behavior with each other. We were able to see this skill develop in the group.

Other notations made during the review session were concerned with behavior we observed during the group which was different than that typically seen of a student. One student whose behavior was notably aggressive towards his peers in the classroom and on the playground was one of the most attentive students in the group. He could often be counted on to supply more difficult answers to questions, or to respond sensitively to comments of others. The structure of the group seemed to elicit the best performance of this student. The professionals were thus able to see him in a way which would not have been obvious without the group situation.

A problem arose when four individuals from four different disciplines had differing attitudes, ideas and perspectives.

Prior to participation in this project, the school psychologist was

accustomed to working with these students primarily during the testing sessions conducted every three years to review placement. Consequently, he received a narrow sample of the student behavior specific to his situation; which to the students was that of an unfamiliar adult who removed the student from the room and paid a lot of attention to them while requiring some talking and/or tasks from them. He was not a person seen by the students in their daily routine and he was not able to personally observe each student's range of behaviors. In thinking about the students, he used the aspect with which he was familiar, that of an IQ score and test performance. He received reports of student behavior in other situations, but was not necessarily present for first-hand observation.

The school social worker viewed the students from a family-oriented perspective. She was familiar with the MD-E families, and often knew other students in the same family in another school setting. She had been involved with some of the families previously with other situations and when her help was requested, worked with the students in the school; she had not worked with them in a teaching situation. She also had an opportunity in the group to see the students interacting with each other in a somewhat controlled setting, rather than observing them on the playground or some other non-structured situation.

The speech/language clinician had not had the opportunity to work with as many of the students or in as large a group as was possible with this project. She worked with many of the students individually and was familiar with their level of speech and language skills, but it was difficult to know if they showed the same competencies in the classroom. Also, the problems of transferring skills learned in the therapy session to the classroom had not been solved. Problems of limitations on their academic performance due to speech/language deficiencies needed to be assessed further.

The classroom teacher was familiar with her students both in the large group setting and individually. She did not have the advantage; however, of observing their interaction with the other professionals in their work. She knew her students' academic strengths and weaknesses, and was familiar with their behaviors. She was the member of the team with the best understanding of her students.

With these different perspectives, there were at times disagreements which necessitated give and take, compromise, and mutual respect. One of the most difficult problems was agreeing on target behaviors we expected in the group session. Often we would not realize we had different ideas until in the group

an incident would occur which brought into focus an area of difference. For example, the four of us had different preconceptions of the amount of structure necessary for our program. These ranged from a very structured behavior modification atmosphere requiring conformity of behavior such as raising hands to request permission to a rather loose, informal discussion atmosphere in which students would interject their ideas as they wished without the usual formalities observed during their other classes. Trial and error resulted in a modification of both extremes to a level of structure which all members of the team were comfortable with and could accept.

Another area which required compromise was in choosing unit topics. Coming as we did from different orientations, it was inevitable that we had differing ideas regarding priority of lessons, and even with which topics should be addressed. It was necessary again to use careful listening skills with each other and to be willing to sometimes relinquish one's own opinion to allow the group to reach consensus or closure on an issue.

At other times, even though members of the team might have different ideas regarding an issue, the team would defer to the member who would have the most expertise or experience in an area. For instance, some problems regarding

student behavior were handled in a manner recommended by the teacher. Not only did she have the most direct experience in dealing with behavior problems of her students in the classroom situation, but she also had to handle the students for the rest of the school day following the group session after the rest of us were gone.

Another type of situation where one team member could contribute expertise sometimes occurred in direct reference to the lesson material. We would sometimes in our lesson planning be using material which the speech/language clinician would believe was too complex for some students to grasp. We would then simplify ideas, or present the material in a more meaningful way to assure that the students could comprehend it sufficiently.

The teacher offered suggestions which helped with pacing some lessons. For instance, when a large amount of material was to be presented to the students, she would increase the frequency of review questions. From these and other problems, increased communication within the multidisciplinary team resulted.

In conclusion, it is felt that a significant factor here is that four professionals from four different disciplines within special education can combine efforts, work together, and provide increased services to special

education classroom students.

Your situation is possibly different than ours. Yet, this program has the flexibility to adapt to varied educational settings. Different professionals bring different strengths with them. With us, the teacher served the key role regarding leadership. She had a need and was willing to seek the assistance of support staff. The speech/language clinician, psychologist, social worker, and special education teacher teamed up for this effort, and we believe services to the students were significantly increased.

September 26, 1984

TOPIC: Initial Meeting

LEADERS: Gary Armstrong
Marcia Bruns-Marquardt,
Bev Krueger
Barb Phelps

GOAL:

1. Students and leaders will learn each other's names.
2. Students and leaders will discuss and write list group rules.

PLAN:

1. Each person introduces self.
2. Review names.
3. Discuss "Group" times for meeting and general goals.
4. Discuss group rules.
5. List rules on chart.
6. Review behavior chart.

12 Feeling Statements

for use October 3 - October 31

1. You got a present.
2. Your friend didn't want to play with you.
3. Someone teased you.
4. Your pet died.
5. Your mom smiled when you gave her a hug.
6. You crossed a street and a car almost hit you.
7. You lost the soccer game.
8. Your teacher yelled at you.
9. Someone hit you.
10. You got a star on your chart.
11. Someone took your pencil.
12. Loud thunder shook the building.

October 3, 1984

TOPIC: Glad

LEADERS: Bev Krueger
Marcia Bruns-Marquardt

CHART: Gary Armstrong

GOALS:

1. Student will identify feeling "glad" in own vocabulary
2. Student will express feeling glad with and without words.

PLAN:

1. Hand out "glad" faces and ask for words that describe face. (list on board)
2. Share "When do you feel that way?" (list)
3. Share "What do you do when you feel that way?"
4. Do "glad" pre-test verbally. (Close eyes; hands)
5. "When you hear a sentence that would make you feel "glad," show that face by raising it." (Do 12 statements.)
6. Review behavior chart.

****

FEELING GLAD

	Always	Sometimes	Never
1. I feel glad.	____	____	____
2. I show that I feel glad.	____	____	____
3. Other people are glad.	____	____	____
4. Other people show they are glad.	____	____	____

October 10, 1984

TOPIC: Sad

LEADERS: Marcia Bruns-Marquardt
Barb Phelps

CHART: Bev Krueger

GOALS

1. Identify feeling "sad" in own vocabulary.
2. Express feeling with and without words.

PLAN:

1. Hand out "sad" faces and ask for words that describe face. (list on the board)
2. Share "When do you feel that way?" (list)
3. Share "What do you do when you feel that way?"
4. Do "sad" pre-test verbally. (close eyes, raise hands)
5. "When you hear a statement that would make you feel "sad", hold up that "sad" face." (Do 12 statements)
6. Review behavior chart.

****

FEELING SAD

	Always	Sometimes	Never
1. I feel sad.	____	____	____
2. I show that I feel sad.	____	____	____
3. Other people are sad.	____	____	____
4. Other people show they are sad.	____	____	____

October 17, 1984

TOPIC: Mad

LEADERS: Marcia Bruns-Marquardt
Bev Krueger

CHART: Barb Phelps

GOALS

1. Identify feeling "mad" in own vocabulary.
2. Express feeling with and without words.

PLAN:

1. Hand out "mad" faces and ask for words that describe face. (list on the board)
2. Share "When do you feel that way?" (list)
3. Share "What do you do when you feel that way?"
4. Do "mad" pre-test verbally. (close eyes, raise hands)
5. "When you hear a statement that would make you feel "mad", hold up the "mad" face." (Do 12 statements)
6. Review behavior chart.

****

FEELING MAD

	Always	Sometimes	Never
1. I feel mad.	____	____	____
2. I show that I feel mad.	____	____	____
3. Other people are mad.	____	____	____
4. Other people show they are mad.	____	____	____

October 24, 1984

TOPIC: Scared

LEADERS: Barb Phelps
Bev Krueger

CHART: Marcia Bruns-Marquardt

GOALS

1. Student will identify feeling "scared" in own vocabulary.
2. Express feeling with and without words.

PLAN:

1. List "scared" words on chalkboard.
2. Share "When do you feel that way?" (list)
3. Share "What do you do when you feel that way?"
4. Make a face to show "scared".
5. Discuss scarey situations.
6. Hand out "scared" faces.
7. "When you hear a sentence that would make you feel 'scared', hold up your 'scared' face." (Do 12 statements.)
8. Review behavior chart.

****

FEELING SCARED

	Always	Sometimes	Never
1. I feel scared.	____	____	____
2. I show that I feel scared.	____	____	____
3. Other people are scared.	____	____	____
4. Other people show they are scared.	____	____	____

October 31, 1984

TOPIC: Review 4 feelings:
(Glad, Sad, Mad, Scared)

LEADERS: Barb Phelps
Marcia Bruns-Marquardt

CHART: Bev Krueger

GOALS

1. Identify four feelings by verbal, tactile & visual techniques.
2. Express four feelings with and without words.

PLAN:

1. Hand out 2 faces. Compare sad/mad.
2. Review four faces with feeling association.
3. Do 12 statements and hold up a face for each statement.
4. Role play one of four feelings in groups of two students, one adult. No words.
5. Review behavior chart.

November 7, 1984

TOPIC: "I'm Glad I'm Me"

LEADERS: Bev Krueger
Barb Phelps
CHART: Gary Armstrong

GOAL: Student will share a positive statement about self.

PLAN:

1. Sitting in chairs, place one chair near opening of semi-circle.
2. Each person takes a turn sitting in "special" chair. (Timer)
3. Those in semi-circle think about person in "special" chair, things we like about person.
4. Go around semi-circle and share positive statement about person.
5. Person tells "I'm glad I'm me, because..."
6. Gets badge for above statement when completed.
7. Behavior chart.

November 14, 1984

TOPIC: "We Need Each Other"

LEADERS: Gary Armstrong
Marcia Bruns-Marquardt
CHART: Barb Phelps

GOAL: Student will state how we benefit from friendship and other people.

PLAN: (Timer)

1. Share story of friendship experience.
2. Share need of others (interdependence) at school, home, community workers.
3. When <u>do</u> we need these people?
4. Are there times you <u>don't</u> need these people?
5. Behavior chart.

November 21, 1984

TOPIC: "Thankful"

LEADERS: Barb Phelps
Marcia Bruns-Marquardt

CHART:

GOAL: Student will share something in a statement for which they are thankful.

PLAN: (Timer)

1. Share story of friendship experience.
2. Share need of others (interdependence) at school, home, community workers.
3. When do we need these people?
4. Are there times you don't need these people?
5. Behavior chart.

November 28, 1984

TOPIC: Respecting People/Accepting Differences

LEADERS: Gary Armstrong
Bev Krueger

CHART: Marcia

GOAL: Student will tell ways in which people are different from each other.

PLAN: (Timer)

1. Distribute/discuss four feeling faces. (feelings)
2. Discuss "happy people", "sad people", etc. (feelings)
3. Use book, Different and Alike. (physical)
4. Discuss differences in speech. (speech)
5. Discuss differences to not respect/accept:
   - bad feelings
   - confusing feelings
   - being hurt
6. Reinforce session: acceptance of others.
7. Behavior chart.

December 5, 1984

TOPIC: Sexual Abuse

LEADERS: Marcia Bruns-Marquardt
Bev Krueger
CHART: Barb Phelps

GOAL: Student will tell likes/dislikes for each of five physical senses.

PLAN:

1. Read/discuss/do: "Kids Have Rights, Too" booklet. p. 3-11.

< 1. Do/don't like to see.
< 2. Do/don't like to hear.
* < 3. Do/don't like to taste.
< 4. Do/don't like to smell.
< 5. Do/don't like to touch.

2. Review behavior chart.

*Use visual/tactile cues for examples.

December 12, 1984

TOPIC: Sexual Abuse

LEADERS: Marcia Bruns-Marquardt
Gary Armstrong
CHART: Bev Krueger

GOAL: Student will tell a good touch and a bad touch.

Student will tell someone's name from whom they can get help when in a bad touch situation.

PLAN:

1. Read/discuss/do: "Kids Have Rights, Too" booklet. p. 12-16.

< 1. Someone do/don't like to touch me.
< 2. How do/don't like to be touched.
< 3. How to get help from bad touch.

2. Review behavior chart.

December 19, 1984

TOPIC: Sexual Abuse

LEADERS: Barb Phelps
Bev Krueger
CHART: Marcia Bruns-Marquardt

GOAL: Student will discuss/differentiate between private and non-private body parts.

PLAN:

1. Read/discuss/do: "Kids Have Rights, Too" booklet. p. 17-22.

   < 1. Sally's problem with touch.
   < 2. How a friend would help.
   < 3. Private parts.

2. Review behavior chart.

January 9, 1985

TOPIC: Sexual Abuse

LEADERS: Gary Arstrong
Bev Krueger
CHART: Barb Phelps

GOAL: Student has a right to protect own body and okay to tell someone.

PLAN:

1. Read/discuss/do: "Kids Have Rights, Too" booklet. p. 23-26.

   < 1. Sally's problem with touch.
   < 2. Talking with mom.
   < 3. Mixed feelings.
   < 4. It's okay to be me; talk to someone.

2. Review behavior chart.

January 16, 1985

TOPIC: Sexual Abuse

LEADERS: Gary Armstrong
Marcia Bruns-Marquardt

CHART: Bev Krueger

GOAL: Student will discuss why it's important to tell someone about a "bad touch".

PLAN:

1. Read/discuss/do: "Kids Have Rights, Too" booklet. p. 28-31.

   < 1. Talk with someone who understands.
   < 2. "Icky Feelings".
   < 3. "Bad touches" can happen to boys and girls.

2. Review behavior chart.

January 23, 1985

TOPIC: Sexual Abuse

LEADERS: Barb Phelps
Gary Armstrong

CHART: Bev Krueger

GOAL: Student will understand that to share secret will get help for them and the offender.

PLAN:

1. Read/discuss/do: "Kids Have Rights, Too" booklet. p. 32-34.

   < 1. Jimmy's problem with touch.
   < 2. Jimmy talks with teacher.
   < 3. Telling means help for offender, too.

2. Review behavior chart.

January 30, 1985

TOPIC: Sexual Abuse

LEADERS: Marcia Bruns-Marquardt
Bev Krueger

CHART: Gary Armstrong

GOAL: Student has a right to decide what sensory stimulation he/she likes and dislikes.

PLAN:

1. Read/discuss/do: "Kids Have Rights, Too" booklet. p. 35-37.

    < 1. Five physical senses - likes/dislikes.
    < 2. Discuss above.
    < 3. Role play above.

2. Review behavior chart.

February 6, 1985

TOPIC: Sexual Abuse

LEADERS: Marcia Bruns-Marquardt
Bev Krueger

CHART: Barb Phelps

GOAL: Student will discuss how talking to someone about "bad touches" helps.

PLAN:

1. Read/discuss story, "Talking Helps" from
   No More Secrets For Me
   p. 7-14.

2. Review behavior chart.

February 20, 1985

TOPIC: Sexual Abuse

LEADERS: Barb Phelps
Marcia Bruns-Marquardt

CHART: Bev Krueger

GOAL: Student will discuss uneasiness and the sharing of "bad touch" situations.

PLAN:

1. Read/discuss story, "Just In Case" from No More Secrets For Me p. 15-25.
2. Review behavior chart.

February 27, 1985

TOPIC: Sexual Abuse

LEADERS: Gary Armstrong
Marcia Bruns-Marquardt

CHART: Bev Krueger

GOAL: Student will discuss uneasiness and sharing of a "bad touch" situation.

PLAN:

1. Read/discuss story, "What If..." from No More Secrets For Me p. 26-35.
2. Review behavior chart.

March 6, 1985

TOPIC: Sexual Abuse

LEADERS: Gary Armstrong
Barb Phelps

CHART: Bev Krueger

GOAL: Student will discuss uneasiness and the sharing of "bad touch" situations.

PLAN:

1. Read/discuss story, "Promise Not to Tell" from No More Secrets For Me p. 36-46.
2. Review behavior chart.

March 13, 1985

TOPIC: Physical Abuse

LEADERS: Gary Armstrong
Bev Krueger

CHART: Barb Phelps

GOAL: Student will discuss uneasiness and need for sharing of "bad touch" situations.

PLAN:

1. Discuss article, "Scared and Hurt"
    a. Discuss grown-up's signs for needing help "controlling feelings:
        < -hit you over and over
        < -lock you up
        < -tie you to bed/chair
        < -hurt you with cigarettes/hot water
        < -hurt you in order for doctor visit
    b. What can child do about situation.
2. Review behavior chart.

March 20, 1985

TOPIC: Physical Abuse

LEADERS: Gary Armstrong
Marcia Bruns-Marquardt

CHART: Bev Krueger

GOAL: Student will discuss uneasiness and need for sharing of physical abuse situation.

PLAN:

1. Read/discuss story, "Don't Hurt Me Mama".
2. Review behavior chart.

March 27, 1985

TOPIC: Abuse

LEADERS: Gary Armstrong
Barb Phelps

CHART: Marcia Bruns-Marquardt

GOAL: Student will verbally share/role play "bad touch" situations and what to do next.

PLAN:

1. Review with discussion/role play:
    a. Good touch/bad touch.
    b. Bad touch responses
        < Say "stop".
        < Remove hand.
        < Get away.
        < Tell someone.
2. Review behavior chart.

April 3, 1985

TOPIC: Greeting People

LEADERS: Barb Phelps
Bev Krueger

CHART: Gary Armstrong

GOAL: Student will discuss appropriate greetings and when to use them.
Student will role play proper usage of greetings for family strangers, and friends.

PLAN:

1. Use pictures to promote discussion of appropriate greetings toward family, friends, and strangers.
2. Role play above situations.
3. Review behavior chart.

April 10, 1985

TOPIC: "Magic Words"

LEADERS: Gary Armstrong
Marcia Bruns-Marquardt

CHART: Bev Krueger

GOAL: Student will state basic "magic words" and discuss proper times to use them.

Student will role play proper usage of "magic words".

PLAN:

1. Discuss definition/list - "magic words"
   - < Please
   - < Thank you
   - < Excuse me
   - < I'm sorry
2. Role play situations for each.
3. Review behavior chart.

April 17, 1985

TOPIC: Cooperation In The Room

LEADERS: Gary Armstrong
Barb Phelps

CHART: Marcia Bruns-Marquardt

GOAL: Student will discuss/show sharing, taking turns, "getting into" a game with the use of "magic words".

PLAN:

1. Review "magic words".
2. Role play usage of words with game, Candyland.
3. Discuss/using non-active participants as observers/judges.
4. Review behavior chart.

April 24, 1985

TOPIC: Cooperation Outside of Room

LEADERS: Bev Krueger
Barb Phelps

CHART:

GOAL: Student will discuss/show cooperation and use of "magic words" in situations outside of the classroom.

PLAN:

1. Review "magic words".
2. Discuss situations outside of classroom that cooperation/"magic words" are needed:

    < -lining up
    < -hallways
    < -lunchroom
    < -drinking fountain/restroom
    < -recess

3. Role play in actual places such situations.
4. Review behavior chart.

May 1, 1985

TOPIC: Cooperation

LEADERS: Marcia Bruns-Marquardt
Bev Krueger

CHART: Barb Phelps

GOAL: Student will discuss/show cooperation while working with another.

PLAN:

1. Discuss how people work together:

   < - Do your own part.
   < - Plan what each person will do.
   < - Let the others do their own part.

2. Role play with two students doing cooperative task (puzzles).

3. Non-participants observe and critique.

4. Review behavior chart.

May 8, 1985

TOPIC: Home Responsibilities

LEADERS: Gary Armstrong
Marcia Bruns-Marquardt

CHART: Bev Krueger

GOAL: Student will discuss/show home responsibilities.

PLAN:

1. Leaders introduce correlation between rules at school and rules at home.

2. Students discuss home responsibilities.

3. Students discuss consequences for carrying through/not carrying through with home responsibilities.

4. Students will role play home tasks and others observing guess task.

5. Review behavior chart.

May 15, 1985

TOPIC: Sibling Relations

LEADERS: Gary Armstrong
Barb Phelps

CHART: Marcia Bruns-Marquardt

GOAL: Student will verbally share siblings' names and age relation.

Student will discuss sibling experiences/relationships.

PLAN:

1. Leaders will share own sibling experiences.
2. Students share siblings' names and age relation to self.
3. Students share sibling experiences and relationships.
4. Discuss better ways to relate to siblings.
5. Review behavior chart.

May 22, 1985

TOPIC: Parental Relations

LEADERS: Bev Kruerger
Barb Phelps

CHART: Gary Armstrong

GOAL: Student will recognize different emotions in parent-child relations and will verbalize appropriate responses.

PLAN:

1. Leaders and students discuss different situations when they were unhappy with parents and outcome.
2. Discuss reasons parents have rules in the family.
3. Discuss better ways to relate to parents.
4. Review behavior chart.

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